

## **BRYSON ELEMENTARY**

703 Bryson Drive  
Simpsonville, South Carolina 29681

**GRADES** K-5 Elementary School

**ENROLLMENT** 949 Students

**PRINCIPAL** Thomas R. Chambers 864-967-1846

**SUPERINTENDENT** Dr. William E. Harner 864-241-3456

**BOARD CHAIR** Tommie E. Reece 864-271-3619

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	40	3	0	0

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

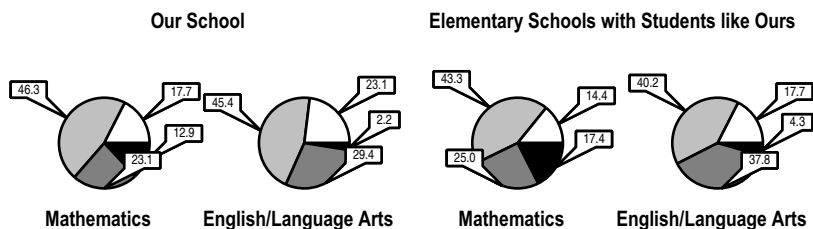
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




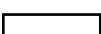
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	51	152	82
Percent satisfied with learning environment	90.2%	82.0%	84.6%
Percent satisfied with social and physical environment	92.0%	84.7%	77.8%
Percent satisfied with home-school relations	84.0%	85.2%	82.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	490	99.8	23.1	45.4	29.4	2.2	31.5	17.6
Gender								
Male	240	100.0	28.9	45.8	24.0	1.3	25.3	17.6
Female	250	99.6	17.6	45.0	34.5	2.9	37.4	17.6
Racial/Ethnic Group								
White	344	99.7	20.6	43.7	32.6	3.1	35.7	17.6
African-American	121	100.0	28.7	51.3	20.0	N/A	20.0	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	21	100.0	36.8	42.1	21.1	N/A	21.1	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	423	99.8	18.0	46.4	33.2	2.5	35.7	17.6
Disabled	67	100.0	56.5	38.7	4.8	N/A	4.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	490	99.8	23.1	45.4	29.4	2.2	31.5	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	487	99.8	23.0	45.2	29.6	2.2	31.7	17.6
Socio-Economic Status								
Subsidized meals	182	99.5	37.6	48.5	13.3	0.6	13.9	17.6
Full-pay meals	308	100.0	15.1	43.6	38.3	3.0	41.3	17.6

Mathematics								
All students	490	100.0	17.7	46.3	23.1	12.9	36.0	15.5
Gender								
Male	240	100.0	16.4	44.9	23.1	15.6	38.7	15.5
Female	250	100.0	18.8	47.7	23.0	10.5	33.5	15.5
Racial/Ethnic Group								
White	344	100.0	12.9	43.9	26.7	16.6	43.3	15.5
African-American	121	100.0	31.3	53.9	12.2	2.6	14.8	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	21	100.0	21.1	52.6	15.8	10.5	26.3	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	423	100.0	13.9	46.5	24.9	14.7	39.6	15.5
Disabled	67	100.0	41.9	45.2	11.3	1.6	12.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	490	100.0	17.7	46.3	23.1	12.9	36.0	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	487	100.0	17.8	46.0	23.2	13.0	36.2	15.5
Socio-Economic Status								
Subsidized meals	182	100.0	27.7	51.8	16.9	3.6	20.5	15.5
Full-pay meals	308	100.0	12.1	43.3	26.5	18.1	44.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	164	N/A	13.5	33.1	49.1	4.3	53.4
	Grade 4	165	N/A	24.2	43.0	30.9	1.8	32.7
	Grade 5	180	N/A	14.7	58.8	23.7	2.8	26.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	155	99.4	18.1	36.9	42.3	2.7	45.0
	Grade 4	176	100.0	20.7	47.6	28.7	3.0	31.7
	Grade 5	159	100.0	30.7	51.3	17.3	0.7	18.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	164	N/A	26.2	43.3	24.4	6.1	30.5
	Grade 4	165	N/A	24.2	39.4	21.2	15.2	36.4
	Grade 5	180	N/A	21.0	50.0	16.5	12.5	29.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	155	100.0	12.0	44.7	28.0	15.3	43.3
	Grade 4	176	100.0	18.3	46.3	22.0	13.4	35.4
	Grade 5	159	100.0	22.7	48.0	19.3	10.0	29.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 949)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.2%	Down from 3.9%	1.8%	2.4%
Attendance rate	96.7%	Up from 96.6%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.0%	Down from 25.5%	22.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.8%	Up from 7.0%	7.3%	8.0%
Older than usual for grade	0.6%	Down from 1.0%	0.5%	1.1%
Suspended or expelled	0.3%	Up from 0.0%	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	41.8%	Up from 41.3%	54.2%	50.0%
Continuing contract teachers	89.1%	Up from 85.7%	88.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.4%	Up from 87.1%	88.3%	86.2%
Teacher attendance rate	98.5%	Up from 98.4%	95.7%	95.3%
Average teacher salary	\$39,458	Up 1.7%	\$42,248	\$39,909
Prof. development days/teacher	10.3 days	Up from 9.2 days	10.3 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio	N/R	N/R	19.9 to 1	18.9 to 1
Prime instructional time	94.5%	Up from 94.3%	90.9%	89.7%
Dollars spent per pupil*	\$4,430	Up 10.8%	\$5,645	\$5,892
Percent spent on teacher salaries*	68.0%	Down from 69.0%	68.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Down from 99.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2002-2003 year proved to be another very good one at Bryson Elementary. Under the clouds of budget cuts and financial uncertainties, we were able to forge ahead and accomplish much. We were the benefactors of over \$15,000 in grant money, which assisted greatly in offsetting the impact of these cuts.

Prevalent among our grants were a \$6,000 grant from Hendricks Foundation for technology, a \$6,000 EIA grant for first grade programs, and grants from the Peace Center, the Metropolitan Arts Council/Michelin North America, Inc., the South Carolina Arts Commission, and the Alliance for Quality Education.

Among our many accomplishments for the year was the tremendous progress improving and upgrading our available technology. These improvements allowed for greater integration of technology in the classroom through greater availability of resources and support programming as well as greater access for students to computers. Approximately two thirds of our staff received training in "Everyday Math." We are confident as we continue the implementation of this program across all grade levels we will realize a positive impact on the performance of our students. After school tutoring was available for students in grades one through five. The PACT tutorial program focused on assisting students who scored below basic in either math or language arts. Our EAA program focused on early intervention for identified students in first and second grade. The Police Officers Tutoring program was provided through a grant with the city of Fountain Inn and provided assistance for students in grades three through five. Finally, the Salvation Army Homework Center provided assistance for thirty 'at risk' students in grades four and five.

Aesthetic improvements were realized through our school being painted and through the efforts of our PTA and Hands On Greenville who did a tremendous amount of work improving our school grounds.

We are fortunate as we continue to strive for improvement to have the assistance of a very strong and active PTA, SIC, and school community. While Bryson Elementary already has a very family friendly environment, a strong academic program, and quality extracurricular programs, it is our ongoing quest to constantly strive for improvements in all facets of our students' educational experience.

Thomas R. Chambers, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.